

**SAMPLE SURVEY (CON'T)****Organizational Context**

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

- _____ 1. A norm of experimentation exists which permits educators to try on new instructional practices and be protected if they fail in initial efforts.
- _____ 2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.
- _____ 3. Leadership advocates, encourages, and supports staff development through incentives and resources.
- _____ 4. Staff development programs are in concert with the school and district's strategic plan including mission, goals, and purpose.
- _____ 5. Staff development is funded by a line item in the budget.
- _____ 6. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

Overall Total: _____

Source: Guskey and Roy



What will be different as a result of the program?

Participant Outcomes:

Organizational Outcomes:

Student Outcomes:

Source: Guskey and Roy



The Rating Game

Notes

How good is your professional development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below; total your score; and find out how you stack up.

- A.** We have a line item in our district's budget for staff development. _____ yes _____ no
- B.** We have a teacher orientation program designed to prepare new teachers for the first month of classes. _____ yes _____ no
- C.** Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher. _____ yes _____ no
- D.** We provide a video taping service for teachers who wish to tape a lesson. _____ yes _____ no
- E.** We have a professional library stacked with professional books, magazines, video tapes, and audio tapes. _____ yes _____ no
- F.** Our staff development committee publishes an annual report to the school board. _____ yes _____ no
- G.** We have a building site PDC that makes major decisions at the building level regarding professional development activities. _____ yes _____ no
- H.** Teachers and administrators set yearly professional development goals. _____ yes _____ no
- I.** Teachers can submit proposals for individual professional growth to the site/district PDC. They get release time if approved. _____ yes _____ no
- J.** Our faculty has ongoing discussion groups on professional development issues. _____ yes _____ no
- K.** Teachers have regular and equal access to professional development programs, forms, publications, etc. _____ yes _____ no



- L.** Our professional development approach has both long-range and short-term goals tied to our school improvement plan. _____ yes _____ no
- M.** Our PDC plan is based on teacher survey, district data, and community input. _____ yes _____ no
- N.** Our bulletin board in each staff room is used exclusively to announce professional development opportunities. _____ yes _____ no
- O.** Our district PDC establishes regular meetings and annual training for new members. _____ yes _____ no
- P.** I model continuous upgrading of my own professional development and leadership skills. _____ yes _____ no

Give your district one point for each “yes” answer and read below for your rating.

If your district totaled between **0-5** “yes” responses, your professional development program is “AT RISK.” The program needs a major review and overhaul.

A score between **6-10** indicates your professional development program **NEEDS IMPROVEMENT**. Pick one of the areas that seemed most prominent to you and set a goal to achieve it. Write implementation plan and put it into action.

If you accumulated a “yes” score between **11-13**, your professional development program is **RESPECTABLE**. Continue to strengthen what you have going. Write about your efforts and present at conferences so others can benefit from your experiences.

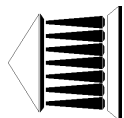
A score of **15 or 16** indicates you are ready for the Professional Development **HALL OF FAME**. Send me a silhouette of your head and shoulders so I can prepare your plaque. Congratulations!



Appendix I



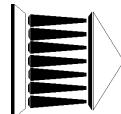
“School Portfolio” Continuums/ Scoring Guides for Planning



PROFESSIONAL DEVELOPMENT

	ONE	TWO	THREE	FOUR	FIVE
Approach	There is no professional development. Teachers, principals and staff are seen as interchangeable parts that can be replaced.	The "cafeteria" approach to professional development is used, whereby individual teachers choose what they want to take.	The school plan and student needs are used to target appropriate professional development for all employees. Staff is inserviced in relevant instructional and leadership strategies.	Professional development and data-gathering methods are used by all teachers and are directed toward the goals of continuous improvement. Teachers have on-going conversations about student achievement research. Other staff members receive training in their roles.	Leadership and staff continuously improve all aspects of the school structure through an innovative and comprehensive continuous improvement process that prevents student failures. Professional development is appropriate, supportive, collegial, effective, systemic and ongoing. Traditional teacher evaluations are replaced by collegial coaching and action research focused on essential student learning.
Implementation	Teacher, principal and staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking in approach for implementing new procedures and processes. Some leadership training begins to take place.	Teachers are involved in year-round quality professional development. The school community is trained in shared decision-making, team-building concepts and effective communication strategies.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and ensures appropriateness of professional development. Teachers utilize effective support approaches as they implement new instruction and assessment strategies.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instructional and assessment strategies focused on essential student learnings and satisfaction. A "teacher as action researcher" model is implemented. Staff wide conversations focus on systemic reflection and improvement.
Outcome	No professional growth and no performance improvement. There exists a high turnover rate of employees. Attitudes and approaches filter down to students.	The effectiveness of professional development is not known or analyzed. Teachers feel helpless about making school-wide changes.	Teachers, working in teams, feel supported and begin to feel they can make changes. Evidence shows that shared decision-making works.	A collegial school is evident. Effective classroom strategies are practiced, articulated school-wide and are reflective of professional development aimed at ensuring student achievement.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective teaching strategies for individual student learning styles, abilities, and situations. Teachers are sensitive to and apply approaches that work best for each student.

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999 ISBN 1-883001-64-1



STUDENT ACHIEVEMENT

ONE	TWO	THREE	FOUR	FIVE	
Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background or performance trends. Learning gaps are noted to direct improvement of instruction. Student essential learnings are identified.	Essential student learnings and a continuum of learning throughout the school are identified and set up as standards. Student performance data are collected and compared to these standards in order to analyze how to improve learning for all students.	Data on student achievement is used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting essential student learnings articulated across grade levels. All teachers believe that all students can learn.	School makes effort to exceed student achievement expectations. Innovative instructional changes are made to improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.	Approach
All students are taught the same way. There is no communication with students about their academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a schoolwide basis. Teachers begin to understand the needs and learning gaps of students.	Teachers study effective instruction and assessment strategies to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on the improvement of student learning and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to essential student learnings is utilized to adjust teaching strategies to ensure a progression of learning for all students.	Implementation
There are wide variations in attitudes and achievement with undesirable results. Students are highly dissatisfied with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers regarding student learnings. Teachers learn about effective instructional strategies that will meet the needs of their students. They make some gains.	Increased student achievement is evident schoolwide. Student morale, attendance and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.	Outcome

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999, ISBN 1-883001-11-0

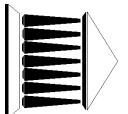


LEADERSHIP

ONE	TWO	THREE	FOUR	FIVE
Principal as decision-maker. Decisions are reactive to state, district, and federal mandates.	A shared decision-making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.	Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study teams by making time provisions for their work.	Leadership team represents a true shared decision-making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.	A strong continuous improvement structure is set into place that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The school vision is student-focused, based on data and appropriate for school/community values, and meeting student needs.
Principal makes all decisions, with little or no input from teachers, the community, or students. Leadership inspect for mistakes.	School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed with representative input. A structure for studying approaches to achieving essential student learning standards is established.	Leadership is active on study teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed.	Decisions about the budget and implementation of the vision are made within teams, by the principal, by the Leadership team, and by the full staff as appropriate. All decisions are communicated to the Leadership team and the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction.
Decisions lack focus and consistency. There is little staff buy-in. Students and parents do not feel they are being heard. Decision-making process is clear and known.	The mission provides a focus for all school improvement and guides the action to the vision. The school community is committed to continuous improvement. Quality leadership techniques are used sporadically.	Leaders are seen as committed to planning and quality improvement. Critical areas for improvement are identified. Faculty feel included in shared decision-making.	There is evidence that the leadership team listens to all levels of the organization. Implementation of the continuous improvement plan is linked to student learning standards and the guiding principles of the school. Teachers are empowered.	Site-based management and shared-decision making truly exists. Teachers understand and display an intimate knowledge of how the school operates. Teachers support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approach meet student needs and lead to the attainment of student learning standards.

INFORMATION AND ANALYSIS

ONE	TWO	THREE	FOUR	FIVE	
Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and establish essential student learning standards.	School collects data on student performance (e.g., attendance, achievement) and conducts surveys on student, teacher, and parent needs. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on hard data (including data for subgroups as a basis for decision making at the classroom level as well as at the school level.) Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope, and an accurate reflection of school quality.	Approach
No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	School collects information current and former students (e.g., student achievement and perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Root causes are known through analyses. Problems are prevented through the use of data.	Implementation
Only anecdotal and hypothetical information is available about student performance, behavior and satisfaction. Programs are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessment and instructional practices are shared with the school staff and is used to plan for change. Information helps staff understand pressing issues, analyze information for "root causes," and how to track for results for improvement.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.	Outcome





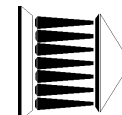
QUALITY PLANNING

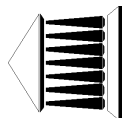
Outcome	Implementation	Approach
		<p>ONE</p> <p>No quality plan or process exists. Data are neither used nor considered important in planning.</p> <p>TWO</p> <p>The staff realizes the importance of a mission, vision, and one comprehensive action plan. Teams develop goals and timelines, and dollars are allocated to begin the process.</p> <p>THREE</p> <p>A comprehensive school plan to achieve the vision is developed. Plan includes evaluation and continuous improvement.</p> <p>FOUR</p> <p>One focused and integrated schoolwide plan for implementing a continuous improvement process is put into action. All school efforts are focused on the implementation of this plan that represents the achievement of the vision.</p> <p>FIVE</p> <p>A plan for the continuous improvement of the school, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the school due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.</p>
There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	<p>There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.</p> <p>School community begins continuous improvement planning efforts by laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the school, a mission, vision and student learning standards.</p> <p>Implementation goals, responsibilities, due dates and timelines are spelled out. Support structures for implementing the plan are set in place.</p> <p>The quality management plan is implemented through effective procedures in all areas of the school. Everyone knows what she/he needs to do, and when it needs to be done to accomplish the school goals.</p> <p>A schoolwide plan is known to all. Results from working toward the quality improvement goals are evident throughout the school.</p>	<p>Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the school organization. Teachers understand and share the school mission and vision, the impact and importance of quality planning, and accountability.</p>

CONTINUOUS IMPROVEMENT AND EVALUATION

ONE	TWO	THREE	FOUR	FIVE	
Neither goals nor strategies exist for the evaluation and continuous improvement of the school organization or for elements of the school organization.	The approach to continuous improvement and evaluation is problem-solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analysis. Changes in parts of the system are not coordinated with all other parts.	Some elements of the school organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation of findings.	All elements of the school's operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of learning students experience.	All aspects of the school organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process.	Approach
With no overall plan for evaluation and continuous improvement, strategies are changed by individual teachers and administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the root causes of problems. The effectiveness of the elements of the school organization, or changes made to the elements, is not known.	Elements of the school organization are improved on the basis of comprehensive analyses of root causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business at the school. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the school organization are improved to support teacher's efforts.	Implementation
Individuals struggle with system failure. Finger pointing and blaming others for failure occurs. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school are incongruent, keeping the school from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels, due to continuous improvement.	The school becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students.	Outcome

for Student Success





PARTNERSHIP DEVELOPMENT

	ONE	TWO	THREE	FOUR	FIVE
Approach	There is no system for input from parents, business or community. Status quo is desired for managing the school.	Partnerships are sought, but mostly for money and things.	School has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to essential student learning standards for increased student achievement.	School seeks effective, win-win, business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning regularly takes place beyond the school walls.
Implementation	Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business.	Involvement of business, community, and parents begins to take place in some classrooms and after school hours related to the vision. Partners begin to realize how they can support each other in achieving school goals. School staff understands what partners need out of the partnership.	There is a systematic utilization of parents, community and businesses schoolwide. Areas in which the active use of these partnerships benefits student learning are clear.	Partnership development is articulated across all student groupings. Parents, community, business and educators work together in an innovative fashion to increase student learning and to prepare students for the 21st Century. Partnerships are evaluated for continuous improvement.
Outcome	There is little or no involvement of parents, business, or community at large. School is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning, with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school does for students.

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999 ISBN 1-883001-64-1



Appendix J

Interstate School Leaders Licensure Consortium (ISLLC) Standards



Notes

Interstate School Leader Licensure Consortium (ISLLC) Standards

Standard 1

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Standard 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Standard 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**



Appendix K

Directory of Regional Professional Development Centers (RPDCs)

**Notes**

Regional Professional Development Center

Department of Elementary and Secondary Education

Leadership Academy	(573) 751-6833
Accelerated Schools	(573) 751-3168
RE: Learning	(573) 751-3168
STARR	(573) 526-6650
State Supervisor of Instruction	(573) 751-4426
Special Education Program Development	(573) 751-8165
MAP	(800) 845-3545

Region I

Southeast RPDC (S.E.M.O. Cape Girardeau)	(800) 401-6680
Accelerated Schools	(573) 986-6130
STARR	(573) 651-5956
MAP	(573) 651-2011
State Supervisor of Instruction	(573) 651-2640

Region II

Heart of Missouri RPDC (U.M.C. Columbia)	(800) 214-2753
Accelerated Schools	(573) 884-0096
STARR	(800) 551-0959
MAP	(800) 413-2816
State Supervisor of Instruction	(573) 751-2603
Center for Innovation in Special Education	(800) 976-2473
Reading Consortium	(573) 884-0143

Region III

Kansas City RPDC (U.M.K.C.)	(800) 555-9048
Accelerated Schools	(816) 235-2442
STARR	(816) 235-2483
MAP	(816) 235-2497
State Supervisor of Instruction	(816) 505-3584
Safe Schools	(816) 235-5656
Technical Center for Special Education	(800) 872-7066

Region IV

Northeast RPDC (Truman State University)	(888) 878-7732
Project Specialist	(660) 785-4448
Accelerated Schools	(573) 221-4116
STARR	(888) 878-7732
MAP	(660) 785-7599
State Supervisor of Instruction	(660) 385-5302
Re: Learning	(573) 884-0096
Goals 2000 Mathematics Project	(660) 785-7496



Region V

Northwest RPDC (N.W.M.S.U. Maryville)	(800) 663-3348
Accelerated Schools	(816) 235-2442
STARR	(660) 562-1996
MAP	(800) 772-0236
State Supervisor of Instruction	(660) 726-3765
Project Assistant/Technology	(660) 562-1908
Project Assistant Continuing Education	(660) 562-1909
General Project Assistant	(660) 562-1995
General Project Assistant/Accounting	(660) 562-1691
Reading Recovery	(660) 785-7638

Region VI

South Central RPDC (U.M.R. Rolla)	(800) 667-0665
Accelerated Schools	(417) 836-4493
STARR	(800) 667-0665
MAP	(800) 667-0665
State Supervisor of Instruction	(573) 751-2603
Reading Consultant	(800) 667-0665
Technology Coordinator	(800) 667-0665

Region VII

Southwest RPDC (S.M.S.U.)	(800) 735-3702
Accelerated Schools	(417) 836-8865
STARR	(417) 836-8868
MAP	(417) 836-8867
State Supervisor of Instruction	(417) 836-8862
MRI	(417) 836-8864
MMI	(417) 836-8873
Outreach Coordinator	(417) 836-8857
Program Coordinator	(417) 836-8858

Region VII

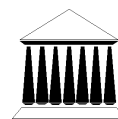
St. Louis RPDC (CSD Staff Development Division)	(800) 835-8282
Network Director	(800) 835-8282
Professional Development School Collaborator Director	(314) 692-9731
Accelerated Schools	(314) 516-6867
STARR	(314) 692-9733
MAP	(314) 516-6628
State Supervisor of Instruction	(314) 423-4472
International Education Consortium	(314) 692-9701
Leadership Programs	(314) 692-9729
Character Plus	(314) 692-9728
Teacher's Academy	(314) 692-9717



Notes

Region IX

Central RPDC (C.M.S.U.)	(800) 762-4146
Research & Pedagogy	(660) 543-8241
Director of Literacy	(660) 543-4611
STARR	(660) 543-8242
MAP	(800) 717-0605
State Supervisor of Instruction	(660) 543-8243
Professional Development Schools	(800) 462-4146
Teacher's Academy	(800) 762-4146



Appendix L



National Board for Professional Teaching Standards (NBPTS): Core Propositions



Notes

The National Board Five Core Propositions of Accomplished Teaching

The National Board seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitment reflected in these five core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.



Appendix M

Missouri Colleges and Universities Phone Numbers



Notes

Avila College (816) 942-8400, Ext. 2263
Central Methodist College (660) 248-6337
Central Missouri State University (660) 543-4272
College of the Ozarks (417) 334-6411, Ext. 4252
Columbia College (573) 845-7632
Crowder College (417) 451-3223
Culver-Stockton College (214) 231-6433
Drury University (417) 873-7271
East Central College (314) 583-5195, Ext. 2311
Evangel University (417) 865-2811, Ext. 8244
Fontbonne College (314) 886-4512
Hannibal-LaGrange College (573) 221-3675, Ext. 296
Harris-Stowe College (314) 340-3662
Jefferson College (636) 797-3000
Lincoln University (573) 681-5250
Lindenwood University (636) 916-7411
Maryville University (314) 529-9486
Metropolitan Community College-Blue River (816) 655-6767
Metropolitan Community College-Longview (816) 672-2210
Metropolitan Community College-Maple Woods (816) 437-3225
Metropolitan Community College-Penn Valley (816) 759-4343
Mineral Area College (573) 431-4593, Ext. 320
Missouri Baptist College (314) 434-1115, Ext. 2313
Missouri Southern State College (417) 625-9314
Missouri Valley College (660) 831-4170
Missouri Western State College (816) 271-4448
North Central Missouri College (660) 359-3948, Ext. 300
Northwest Missouri State University (660) 562-1671
Park University (816) 741-2000, Ext. 6727
Rockhurst University (816) 501-4885
State Fair Community College (660) 530-5800, Ext. 319
St. Charles County Community College (636) 922-8000, Ext. 4344
St. Louis Community College-Florissant Valley (314) 595-4390
St. Louis Community College-Forest Park (314) 644-9636
St. Louis Community College-Meramec (314) 984-7681
St. Louis University (314) 977-7112
Southeast Missouri State University (573) 651-2123
Southwest Baptist University (417) 328-1713
Southwest Missouri State University (417) 836-5254
Stephens College (573) 876-7260
Three Rivers Community College (573) 876-7260
Truman State University (660) 785-4383
University of Missouri-Columbia (573) 882-7832
University of Missouri-Kansas City (816) 235-2236
University of Missouri-Rolla (573) 341-4692
University of Missouri-St. Louis (314) 516-5109
Washington University (314) 935-6730
Webster University (314) 968-7423
Westminster College (573) 592-5201
William Jewell College (816) 781-7700, Ext. 5494
William Woods University (573) 592-4368



**Members of the Professional
Development Guidelines
Design Committee**



PROFESSIONAL DEVELOPMENT GUIDELINES DESIGN COMMITTEE

The Professional Development Guidelines Design Committee has attempted to revise these guidelines with two goals in mind: make them easy to use and provide the information needed to help local efforts in building effective professional development programs that support the district's Comprehensive School Improvement Plan (CSIP).

This major undertaking was accomplished through the dedicated efforts of many educators from throughout the state. Their names are listed below. Those who served as committee chairpersons are as follows: Joan Beard, Dr. Joyce Dana, Judy English, Lin Everett, and Cindy Whitaker. Dr. Robert Bell chaired the work of the total committee.

DeeAnn Aull

Instructional & Professional
Development Director,
MNEA
Jefferson City, MO

Joan Beard

Professional Development
Consultant
Columbia, MO

Dr. W. Robert Bell

Director, Professional
Development
DESE
Jefferson City, MO

Julie Blaine

Assistant Director
Central RPDC
Warrensburg, MO

Dr. Jim Botts

Superintendent
New Bloomfield RII School
District
New Bloomfield, MO

Darlene Castelli

Enrichment Teacher
Glenridge Elementary
School
Clayton School District
Clayton, MO

Dr. Diane Cox

Coordinator of Staff
Development and Research
Lee's Summit R-VII
School District
Lee's Summit, MO

Dr. Joyce Dana

Assistant Professor
St. Louis University
St. Louis, MO

Pam DeCaro

Teacher
North Kansas City School
District
Kansas City, MO

**Dr. Sandra Eckert-
Stewart**

Director
NWMSU RPDC
Maryville, MO

Judy English

Assistant Director
Leadership Academy
DESE
Jefferson City, MO

Lin Everett

Supervisor
Leadership Academy
DESE
Jefferson City, MO

Larche Farrell

Director
MCSA Outreach
Jefferson City, MO

Chris Guinther

Curriculum and Instructional
Facilitator
Francis Howell School
District
St. Charles, MO

Marsha Haskin

Assistant Superintendent
Professional/Technical/
Grants
Independence School
District
Independence, MO

Jill Hughes

Assistant Principal
Gratz Brown Elementary
School
Moberly School District
Moberly, MO

Greg Jung

MNEA Vice President
Valley Park, MO

Dr. Jim King

Executive Director
MASSP
Columbia, MO



Gary Manford
Supervisor
Leadership Academy
DESE
Jefferson City, MO

Dr. Doug Miller,
Coordinator of Professional
Development
DESE
Jefferson City, MO

Faye Peters
Executive Director
MAESP
Jefferson City, MO

Jim Porter
Assistant Director
Rolla RPDC
Rolla, MO

Dr. Doris Ridder
Director
Rolla RPDC
Rolla, MO

Dr. Deedee Schlichting
Director of Curriculum &
Staff Development
Normandy School District
St. Louis, MO

Dr. Paul Watkins
Director
SEMO RPDC
Cape Girardeau, MO

Cindy Whitaker
Director of Education
MSTA
Columbia, MO

Dr. Delester B. Young
Professional Development
Facilitator
St. Louis Public Schools
St. Louis, MO

Suggestions!

The professional development guidelines will be updated regularly. We are interested in making the guidelines a useful tool for those involved with professional development. We seek your suggestions for improvement. Please send any suggestions to:

State Department of Elementary and Secondary Education
Director of Professional Development
Post Office Box 480
Jefferson State Office Building
Jefferson City, Missouri 65102-0480